



Title I Update

May 2010

Title I Topics

ESEA Reauthorization

Updated compliance information

Title I Application Procedures

Title I Schoolwide programs

ARRA Title I Programming and Funds

ARRA Waivers

Private School programs

Within District Targeting of Funds (WDTF)

SINA

Supplemental Educational Services (SES)

Parent Involvement Requirements for Title I

Homeless and Migrant programs

Neglected and Delinquent programs

Other topics?

Question/Answer Time

2010-2011 Allocation

2010-2011 Allocation

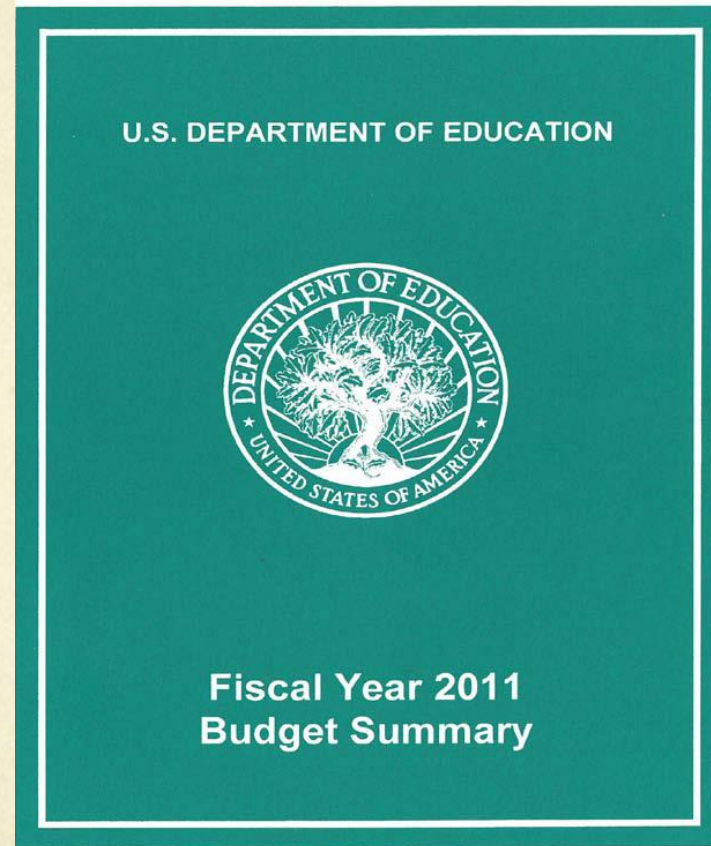
- Projected “level funding” for 2010 -2011 school year
- College and Career Ready Students (Title I) funds arrive as result of 4 funding sources
- Districts are guaranteed 85% of the Basic Grant
- LEA allocations may vary based on estimated poverty rates
- US ED will use 2007 Census estimates for calculation
- 2011-2012 funding will be dependent upon re-authorization of ESEA

Reauthorization

- White House pushing for completion by August recess
- House and Senate Committees currently holding hearings on reauthorization
- House to draft legislative language by late May

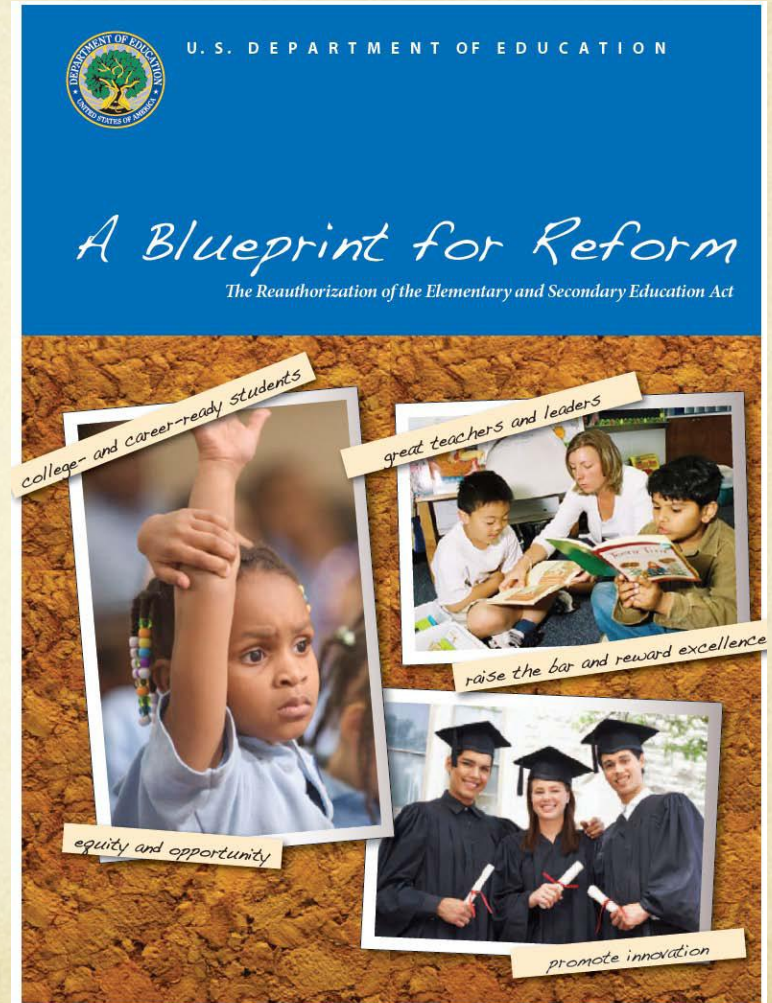
Budget Suggestions

- Outlines ESEA thinking
- Consolidation of many programs
- Increased spending for education
- New “Race to the Top” awards



Blueprint

- Administration's outline for a new ESEA – replaces NCLB
- Targets schools –
 - Rewards those doing well
 - Highly prescriptive to failing schools
- Race to the Top
- Teacher Incentive Fund for Literacy



<http://www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdf>

SINA Timelines, Supplemental Education Services (SES)

Handouts

Topics to Note

- Supplemental Education Services (SES)
- Split Funded Personnel

SES – District Responsibilities

- Annually notify parents about the availability of SES
- If requested, assist parents in choosing a provider
- Have fair and equitable procedures for serving students if not all students can be served
- Ensure that eligible students with disabilities and LEP students receive appropriate services
- Enter into agreement (contract) with parent-selected provider
- Assist the SEA in identifying potential providers within the LEA

SES – District Responsibilities

- Protect the privacy of students who are eligible for or receive SES
- Prominently display on District website, in a timely manner to ensure that parent have current information:
 - Number of students eligible for and the number of students who receive SES each year
 - The most current list of approved SES providers
 - Location of SES in the District
- Meet its 20% SES obligation. If less than 20% spent, it must be spent on SES the following year, in addition to the 20% required for that year.

SES – Provider Responsibilities

- Assisting each student to meet specific achievement goals (determined in consultation with LEA, provider, and student's parents)
- Measuring student's progress and regularly informing student's parents and classroom teachers of progress
- Adhering to timetable for improving student's achievement (determined in consultation with LEA, provider, and student's parents)
- Ensuring nondisclosure of the identity of any student eligible for or receiving SES without written permission of student's parents
- Providing SES consistent with applicable health, safety and civil rights laws
- Providing SES that are secular, neutral, and non-ideological

SES Notification

- An LEA should work to ensure that parents have comprehensive, easy-to-understand information about SES [Section 1116(e)(2)]. An LEA's notice to parents must:
 - Explain how parents can obtain SES for their child [Section 1116(e)(2)(A)(i); 34 C.F.R. §200.37(b)(5)(i)].
 - Identify each approved SES provider within the LEA or in its general geographic location, including providers that are accessible through technology, such as distance learning [Section 1116(e)(2)(A)(ii); 34 C.F.R. §200.37(b)(5)(ii)(A)].
 - Describe briefly the services, qualifications and evidence of effectiveness for each provider [Section 1116(e)(2)(A)(iii); 34 C.F.R. §200.37(b)(5)(ii)(B)]. (See G-4.)
 - Indicate providers that are able to serve students with disabilities or LEP students [34 C.F.R. §200.37(b)(5)(ii)(B)]. (See G-4.)
 - Include an explanation of the benefits of receiving SES [34 C.F.R. §200.37(b)(5)(ii)(C)]. (See G-5.)

SES Notification

- An LEA should describe the procedures and timelines that parents must follow to select a provider to serve their child, such as where and when to return a completed application, when
- Explain how the LEA will notify parents about enrollment dates and start dates
- Whom to contact in the LEA for more information.
- If an LEA anticipates that it will not have sufficient funds to serve all eligible students, it should also include in the notice information on how it will set priorities in order to determine which eligible students receive services.

SES

- LEAs may be contacted by SES providers wishing to discuss their services for students.
- LEAs should make every attempt to foster a cooperative relationship with SES providers who will be working with students from the identified school.
- Notify families of **ALL** SES providers (names available from the DE website)
- Parents must be notified of their child's eligibility for services at least twice per year. There must be at least two enrollment times per year.
- There are no "preferred" providers

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=1635&Itemid=2441

Split Funded/Partial Funded Personnel

- Time sheets or work logs are maintained for ALL staff paid from federal sources.
- Document split funded or partial funded Title I positions on time sheets or work logs

Handout of sample documents

Title I On-Line Application

www.edinfo.state.ia.us/

Annual Application

- **Selection of Schools**
- **Project Narratives**
- **General Budget**
- General Carryover Budget
- Statement of Agreement
- Schoolwide Operating Programs
- Within District Targeting of Funds
- **Staff Assignments**

On-line Application – Other Screens

- Delinquent: Application, Budget, Narrative
- Neglected Narrative
- School Improvement SINA:
Application, Budget, Assurances
- Migrant Education:
Application, Budget, Carryover, Narrative

Selection of Schools

Bureau of Instructional Services

TITLE I

2009-2010 Selection of Schools

ALL REQUIRED SCREENS MUST BE COMPLETE BEFORE THE TITLE I OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

LOW-INCOME CRITERIA used to identify and rank eligible attendance areas and determine building allocations:

Select one: ☐ Free and Reduced School Lunch

☐ Free Lunch Only

☐ Other(describe):

Resident Children: ☐ Attendance Area ☐ Enrolled

Rank Order: ☐ Low Income Percentage ☐ Grades Span and Percentage

NOTE: ALL COLUMNS MUST BE COMPLETE BEFORE APPLICATION CAN BE APPROVED!

RANK ORDER OF ATTENDANCE AREAS <i>List will be reordered after update.</i>					Resident children in Attendance Area(Include public and private school children)								Unduplicated Student Counts(public only) For Targeted Assistance Schools		Grade Levels Served by Title I
					All Resident Children by Attendance Area			Resident Children from Low-Income Families							
Big. No.	Name of Attendance Center	Grade Levels Housed	Status(*)	Served with ARRA Funds	Public	Private	Total	Public	Private	Total	Percent	Eligible	Served	Schools	
04	[REDACTED] tary	PK-05	<input type="text" value="T"/>	<input type="checkbox"/>	206		206	49		49	23.8	<input type="text" value="15"/>	<input type="text" value="10"/>	K-2	
04	[REDACTED] Middle School	06-08	<input type="text" value="N"/>	<input type="checkbox"/>	342		342	74		74	21.6				
04	[REDACTED] tary School	PK-05	<input type="text" value="T"/>	<input type="checkbox"/>	327		327	59		59	18	<input type="text" value="35"/>	<input type="text" value="34"/>	K-2	
04	[REDACTED] School	PK-05	<input type="text" value="N"/>	<input type="checkbox"/>	134		134	20		20	14.9				
01	[REDACTED] High School	09-12	<input type="text" value="N"/>	<input type="checkbox"/>	506		506	68		68	13.4				
TOTALS															
Totals are recalculated upon update.					1515	0	1515	270	0	270		<input type="text" value="50"/>	<input type="text" value="44"/>		
											Districtwide Percentage		<input type="text" value="17.8"/>		
											Percentage is recalculated upon update.				

*Status Code: S = Schoolwide Project T=Targeted Assistance School N = Not Served

1. Estimate the number of homeless children currently residing (enrolled and non-enrolled) in non-Title I funded schools, shelters, and other locations where children may live. (report only homeless children that would be either the same age or in the same grade span as children served in Title I schools)
2. If applicable, list the amount of Title I funds that will be set aside to ensure equitable service to Title I eligible homeless children residing (enrolled or non-enrolled) in non-Title I funded schools, shelters, and other locations where children may live.
3. If applicable, please provide a description of the Title I services that will be provided to Title I eligible homeless children residing (enrolled or non-enrolled) in non-Title I funded schools, shelters, and other locations where children may live.

Homeless Education

- Information about the number of homeless students is required for the **Selection of Schools** screen.
- Homeless Education information handout

Project Narratives

1. Describe the Title I student selection process in targeted assistance buildings.
2. Outline the Title I services that are provided to students. Reference the use of student data that supports the decisions to offer specific Title I programming.
3. Explain how Title I funds are utilized to supplement district professional development activities designed to improve teaching and learning in reading and mathematics (including as appropriate migrant neglected, delinquent and English Language Learners).
4. Summarize the ways in which Title I services coordinate and integrate with other programs and services (e.g. Even Start, Reading First).
5. Describe the process that is used to annually evaluate the effectiveness of the Title I program including parent involvement plans and activities.

Project Narratives

5. Describe the process that is used to annually evaluate the effectiveness of the Title I program including parent involvement plans and activities.

The maximum number of characters allowed, including spaces and punctuation, is 1,500.
The current character count is 418.

6. Supply the date on which information regarding teacher qualifications was provided to parents.

8/17/2009 Sample: 3/06/2010

7. The local school district has a parent policy and compact in place for each Title I building.

☒ YES, policy in place; or, ☐ NO, policy not in place

8. The annual copy of the district's parent policy and compact were updated for the current year.

☒ YES, policy updated; or, ☐ NO, policy not updated

General Budget

Bureau of Instructional Services

TITLE I

2009-2010 General Budget

ALL REQUIRED SCREENS MUST BE COMPLETE BEFORE THE TITLE I OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

[Add Amendment](#)

[Netscape Print](#)

The Netscape Print, GO, and EXIT buttons do NOT save changes!

Lookup Budget by Amendment <input type="text" value="Original"/> <input type="button" value="Go"/>	District Certified: 9/30/2009 Consultant Approved: 10/13/2009 Admin. Consultant Approved: 10/16/2009 District Certified As Final: <input type="text" value="Project Budget Completion"/> State Approved As Final:
View Budget Detail <input type="button" value="Go to Detail"/>	

TITLE I GENERAL BUDGET -- PROJECT COMPLETION STATUS FOR THE MOST CURRENT AMENDMENT, AMENDMENT 0 *

Upon completing the initial certification/approval process, the district can certify the most current amendment* as final:	YES	The most current amendment's* total budget amount:	\$74,493	YTD payments made:	\$37,246
Today's Date:	4/15/2010	Final District Certification occurs on, or after, this date:	4/15/2010	In order to complete the most current amendment*, payments made YTD must be greater than this amount:	\$37,239

TITLE I CURRENT GENERAL BUDGET -- PROJECT SUMMARY

EXPENDITURE ACCOUNTS (OBJECTS across FUNCTIONS down)	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL
Instruction 1000	\$58,734	\$15,759					\$74,493
Instructional Staff and Support Services 2200							\$0
Administration Support Services 2300							\$0
Operation and Maintenance of Plant 2600							\$0
Student Transportation Services 2700							\$0
School Nutrition Services 3100							\$0
Community Services (Parent) 3300							\$0
Facilities Acquisition and Construction 4000							\$0
	\$58,734	\$15,759					\$74,493
TOTAL GENERAL PROJECT BUDGET (DO NOT EXCEED NEW TITLE I ALLOCATION)							\$74,493

NEGLECTED FACILITY INFORMATION

Complete for each neglected facility receiving services under this application. Neglected facility information is not required unless/until neglected expenditures are entered on the detail screen. Please contact your Title I representative, Richard.Bartosh@iowa.gov, if you need the addition of neglected facilities.

TITLE I LOCAL NEGLECTED EDUCATION PROGRAM EXPENDITURES

Within District Targeting of Funds

Bureau of Instructional Services

TITLE I

2009-2010 Within District Targeting of Funds

ALL REQUIRED SCREENS MUST BE COMPLETE BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

First-time users, please note that extensive instructions appear at the end of this form.

[Update](#) [Netscape Print](#)

You must click **UPDATE** to calculate totals and save changes. . .
the Netscape Print, GO, and EXIT buttons do NOT save changes!

ORDER OF ATTENDANCE AREAS RANKED BY LOW INCOME %						NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES			ALLOCATION CALCULATION	
Remove Building	Building No.	Name of Attendance Center	Grade Levels Housed	Status *	%	Public	Private	Total	Per Poverty Child Amount (\$)	Attendance Center Allocation (Total x Amount)
REMOVE	04	[REDACTED] Elementary	PK-05	T	23.8	49	0	49	\$ 440	\$21,560
REMOVE	04	[REDACTED] Elementary School	PK-05	T	18	59	0	59	\$ 440	\$25,960
DISTRICT TOTALS								108		\$47,520

*Status Code: S = Schoolwide Project T=Targeted Assistance School (N = Not Served, will not appear in this list)

[Update](#) [Netscape Print](#)

You must click **UPDATE** to calculate totals and save changes. . .
the Netscape Print, GO, and EXIT buttons do NOT save changes!

All qualified schools have been added

Districts must allocate Title I funds to participating school attendance areas or schools, in rank order, based on the total number of children from low-income families in each area or school. A district with an enrollment of less than 1,000 students or with only one school per grade span is not required to allocate funds to areas or schools in rank order.

If a district serves any schools below 35 percent poverty, the district must allocate to all its participating areas or schools an amount for each low-income child in each participating school attendance area or school that is at least 125 percent of the district's allocation per low-income child.

- A district's allocation per low-income child is the total district allocation (regular allocation plus carry-over and appropriated ARRA funds) under Title I divided by the number of low-income children in the district. The district then multiplies this per-child amount by 125 percent.
- A district calculates 125 percent of its allocation per low-income child before the district reserves any funds.
- A district must allocate at least this amount for each low-income child in every school the district serves, not just for those schools below 35 percent poverty.

A district serving only areas or schools at or above 35 percent poverty must allocate funds in rank order, on the basis of the total number of low-income children in each area or school but is not required to allocate 125 percent of the district's allocation per low-income child.

A district is not required to allocate the same per-child amount to each area or school. However, the district must allocate a higher per-child amount to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.

A district that opts to serve schools below 75 percent poverty using grade span groupings may determine different per-child amounts for different grade spans so long as those amounts do not exceed the amount allocated to any area or school above 75 percent poverty. Per-child amounts within grade spans may also vary so long as the district allocates higher per-child amounts to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.

For further Guidance Please see WDTF Worksheets in Title I Reference Manual.

Within District Targeting of Funds

- Title I On-Line Application requires documentation for appropriately targeting funds to building
- Districts serving private schools must complete this screen
- Districts with enrollments over 1000 that use Title I funds in more than one building
- REMEMBER – ARRA funds must be added to the regular allocation before calculating the per pupil amount for public and private buildings
- Carryover funds must be included in the determination of the per pupil amount

Handout

Staff Assignments

Bureau of Instructional Services

TITLE I

2009-2010 Project Staff Assignments

This form should reflect the amount of staff funded from the combined current allocation and carryover allocation for all budgets.

[Update](#) [Netscape Print](#)

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

Staff Funded by Combined General Budget and Carryover Indicate Title I Staff, Only, for All Entries						
	REGULAR TERM STAFF				SUMMER TERM STAFF WHOLE NUMBER	LOCAL NEGLECTED and/or DELINQUENT STAFF WHOLE NUMBER
	PUBLIC		PRIVATE			
	WHOLE NUMBER	FTE	WHOLE NUMBER	FTE		
CERTIFIED	<input type="text" value="2"/>	<input type="text" value="1.6"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
EDUCATIONAL ASSOCIATES	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
SUPPORTIVE	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
TOTAL	2	1.60	0	0.00	0	0
TITLE I Educational Associates						
TITLE I FUNDED BUILDINGS					TOTAL NUMBER	
Total number of all associates, regardless of funding stream, providing instructional services in Title I schoolwide buildings:					SCHOOLWIDE <input type="text" value="0"/>	
Total number of Title I funded associates providing instructional services in Title I targeted assistance buildings:					TARGETED ASSISTANCE <input type="text" value="0"/>	
EDUCATIONAL LEVEL Please enter the number of associates broken out by level. The sum of the 'Educational Level' numbers should equal the sum of the two 'Funded Buildings' totals above.					NUMBER BY EDUCATIONAL LEVEL	
Community College Associate Degree:					<input type="text" value="0"/>	
Voluntary Paraeducator Certification:					<input type="text" value="0"/>	
Two or more years of college:					<input type="text" value="0"/>	
District determined assessment:					<input type="text" value="0"/>	

Staff Funded by Combined Migrant Budget and Carryover Indicate Title I Staff, Only, for All Entries						
	REGULAR TERM STAFF			SUMMER TERM STAFF		
	WHOLE NUMBER	FTE	BILINGUAL	WHOLE NUMBER	FTE	BILINGUAL
CERTIFIED	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
EDUCATIONAL ASSOCIATES	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
RECRUITERS	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
SUPPORTIVE	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
TOTAL	0	0.00	0	0	0.00	0

Private Schools

- Schedule and hold a “face to face” meeting
- Private schools must be made aware of the allocation procedure and the amount of funding available
- ARRA funds must be added to the regular allocation before calculating the per pupil amount
- Carryover funds must be included in the determination of the per pupil amount
- Private schools may pool their funds for service

Private Schools

- Even if the private school declines Title I services the WDTF screen must be completed
- Public school must negotiate services with eligible private schools
- Report the date of the face to face meeting on the on-line application
- Maintain documents for:
 - The face to face meeting – agenda, notes, emails
 - Declined services – a signed document or email
 - Evaluation of the private school Title I program

Handout

Title I Service Delivery Models

Targeted Assistance Programs	Schoolwide Programs
<ul style="list-style-type: none">• Only eligible students are served• 512 Targeted Assistance program buildings in 2009-2010	<ul style="list-style-type: none">• All student in the building are considered Title I students• 164 Schoolwide Program buildings in 2009-2010

Targeted Assistance Programs

- Written criteria for entering and exiting the program
 - Pre K – 2
 - Grades 3 and up
 - Clear performance standards
- Grouping Practices
 - Pull out
 - In-class
 - Combination
- Title I teacher responsibilities
 - Working with identified students
 - Parent communication
 - Coordinating with classroom teachers
 - Student records

Targeted Assistance Programs

- Title I Teacher or Title I Para-educators
 - Operate according to Title I regulations for the percentage of the day paid with Title I funds
 - Maintain “time sheet” for less than full time
- Title I Teacher
 - Title I Reading teachers must maintain a reading endorsement
 - Title I Math no additional endorsement required
 - Combination
- Title I Para-educators
 - Work with identified students
 - Work under direct supervision of a Title I teacher
 - Be “highly qualified”

Handout Title I Audit packet

Schoolwide Programs

- Allocations remain the same whether a Targeted Assistance or Schoolwide program (SWP) is offered.
- Plan intended to improve the achievement of ALL students
- The Schoolwide Plan identifies services to be provided
- Resources from a variety of sources can be used to support a schoolwide program

Handouts: Title I Schoolwide Programs and Title I Audit packet

Schoolwide Programs

- All students in the building considered Title I students
- Plan intended to improve the achievement of ALL students
- Districts with more than one schoolwide program must submit a plan for each building
- SWP must be specific to each building
- SWP must be reviewed and revised each year
- Each schoolwide building must have its own SWP Planning/Evaluation team
- New or revised plans must be submitted to the state Title I office by September 30.

Decisions about Title I Services

- Each year, each building must analyze its own student achievement data and make decisions about the Title I services
- Title I services should be based on current conditions, not past traditions
 - Are we offering reading services and/or math services? Why?
 - What grade levels will be served? Why?
 - What will qualify a student for Title I services?
- Title I services must operate within the boundaries of Title I legislation. Funding is based on compliance with legislation.

Non-Title I School

All students receive
regular educational
program (all meals).



Breakfast



Lunch



Dinner

→
The state required
program.

Supplement vs. Supplant

Non-Title I students
receive regular
educational program
(all meals)



Breakfast



Lunch



Dinner

Title I Students get the
regular educational
program (all meals)
in addition to Title I
services (a snack)
(Supplemental)



Breakfast



Lunch



Dinner



Snack

Supplementing Instruction

Non-Title I students
receive regular
educational program
(all meals)



Breakfast



Lunch



Dinner

Title I Students get the
regular educational
program (all meals)
in addition to Title I
services (a snack)
(**Supplemental**)



Breakfast



Lunch



Dinner



Snack

If Title I was not here, Title I students would still get all meals.
Title I is a **supplementary program**.

Supplanting Instruction

NOT Allowed

Non-Title I students
receive regular
educational
program (all meals)



Breakfast



Lunch



Dinner

Title I students get
breakfast and
dinner. They get a
snack in place of a
full lunch.



Breakfast



Snack



Dinner

(Supplanting)

Title I students would not get what the regular education students receive.
This is supplanting and constitutes a misuse of Title I funds.

Supplanting Instruction

NOT Allowed

Non-Title I students
receive regular
educational
program (all meals)



Breakfast



Lunch



Dinner

If Title I wasn't there, Title I students would not get what the regular education students receive. This is **supplanting** and constitutes a misuse of Title I funds.

Title I students get
breakfast and
dinner. They get
nothing in place of
a lunch.



Breakfast

—————→
(Supplanting)



Dinner

Supplement vs. Supplant

Presumptions of Supplanting

- Service or supply was funded with other sources in prior year.
- Service is required by another state or federal program.
- Same service or supply provided with other resources to non-Title I students.
- Title I Teacher responsibilities in Targeted Assistance Programs:
 - Team teaching by Title I paid teacher
 - Co-teaching by Title I paid teacher
 - Guided reading by Title I teachers as part of the regular class with both Title I and non-Title I students

Supplement vs. Supplant

- Under §1120A(b)(1)(A) of Title I, funds must be used only to supplement, not supplant the amount of funds that would, in the absence of the Title I funds, be made available from non-federal programs.
- Title I funds may not be used in a targeted assistance program to provide services otherwise required by law to be made available.
- Title I funds may be used in targeted assistance buildings only for programs that provide service to eligible children identified as having the greatest need for special services.

Comparability

- Comparability reports ensure that Title I funds are not being used to replace district funds (Supplanting)
- LEAs with two or more buildings of similar grade spans must report on comparability
- LEAs required to submit a report annually
- The official enrollment date (October 1) is used for pupil counts and staff FTEs
- Notifications will be sent from state Title I office
- 63 LEAs were required to report in 2009-2010

Handout

ARRA

American Recovery and Reinvestment Act

ARRA Funds

- Funds must be spent by September 30, 2011
- Use must be consistent with all Title I requirements
- Must include services to private schools
- Supplement vs. Supplant Rules apply to ARRA funding
- Parent involvement – 1% of allocations \$500,000 and greater

ARRA Waivers

- Excess carryover from General Budget
- Set asides for
 - SINA
 - Professional Development

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1731&Itemid=2552#waivers

Paraprofessionals

- Title I ARRA paid – Highly qualified rules apply
- No extensions, must be **HQ** upon employment
- **US ED** is monitoring State efforts to confirm
- Primary responsibility falls on SEA
- Targeted Assistance buildings: All Title I funded instructional paraprofessionals must be HQ
- Schoolwide buildings: All instructional paraprofessionals regardless of funding source
- New Schoolwide buildings must have HQ paraprofessionals from the beginning of SWP

Paraprofessionals – cont.

- Targeted Assistance Programs
 - Paraprofessionals funded through Title I or Title I ARRA must be highly qualified
- Schoolwide Programs
 - ALL instructional paraprofessional must be highly qualified regardless of funding source
- Highly Qualified
 - Completed 2 years of study at institution of higher education or
 - Obtained an associate's (or higher) degree or
 - Obtained Voluntary Certification through BOEE or
 - District determined assessments (Work Keys, COMPASS, etc.)

Title I Parent Involvement

- Parents' "Right to Know"
- Title I Parent Involvement Policy
- Parent School Compact
- Annual Parent Meeting
- Parent Information and Assistance
- Parent Training of Student Academic Success

Handout

Title I Parent Involvement

- Title I Annual Meeting Presentation
- Sample Parent Involvement Policy
- Sample Parent School Compact
- Title I Parent Involvement presentation

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=659&Itemid=1650#ParentInvolvement

Parent Right to Know

- Annual notification: Parent will be notified that they have the right to know the qualifications of their child's teacher(s).
 - Notification may be included in district newsletters, websites, or other communications.
- The district must ensure that parents will be notified in writing that their child has been assigned or will be taught for four or more consecutive weeks by a teacher who is not highly qualified.
 - This may be included with the above statement.
- Parents must be notified if their child is placed in an Limited English Proficient program

See **Parent Involvement** handout/packet

Migrant Programs

- Definition: a migrant child is a child whose parent or guardian has moved to a different school district (in-state or out-of-state) within the last 3 years to find employment in agriculture on a seasonal or temporary basis
- Examples:
 - Meat packing
 - Any kind of crop field work
 - Vegetable canning
- Migrant funds supplement, not replace, Title I services and district programs for migrant children
- All districts identifying migrant students must complete a Certificate of Eligibility

Handout Migrant programs

Neglected and Delinquent

- Local district is fiscal agent for the N/D program
- Agreement between the district and N/D facility
 - Agreement on file at district
 - Copy of agreement sent to state Title I office
 - Agreement reviewed annually
 - Sample agreement available from state office
- Local district responsible for evaluation of N/D program

Title I Preschools

- No additional funding is provided
- Districts may choose to use all or a portion of their allocation for a Title I Preschool
- Iowa Quality Preschool Program Standards (IQPPS) are recommended for all Iowa Preschool programs.
- Contact Penny Milburn for additional information
 - penny.milburn@iowa.gov
 - 515-281-7844

Record Keeping

- Equipment – label and record
- Comparability – Annual records
- Within District Targeting of Funds worksheets
- Private School meeting and services
- Parent involvement
- Student data, eligibility criteria, etc.
- Notifications: School Choice; Supplemental services; Corrective actions; Restructuring; etc.
- Program evaluations

Title I Contacts

- ARRA
- Title I Services to Private Schools
- School Improvement Grants
 - Paul Cahill
 - (515) 281-3944
 - paul.cahill@iowa.gov

Title I Contacts

- Supplemental Educational Services (SES)
- School Choice
- Migrant Education
- Homeless Students
 - Donna Eggleston
 - (515) 281-3999
 - donna.eggleston@iowa.gov

Title I Contacts

- SINA / DINA
- **Statewide Support System**
 - Deb Squires
 - (515) 281-6235
 - deb.squires@iowa.gov
 - Susan Selby
 - (515) 281-4732
 - susan.selby@iowa.gov

Title I Contacts

- Title I Schoolwide Programs
- Comparability
 - Sandy Johnson
 - (515) 281-3965
 - sandra.johnson@iowa.gov
- Neglected and Delinquent Programs
- Parent Involvement
 - Rick Bartosh
 - (515) 281-0368
 - richard.bartosh@iowa.gov

Title I Update Meetings

DATE	AEA	Location
May 7	Prairie Lakes	Pocahontas - St. Peter Lutheran Church
May 11	267	Clear Lake
May 11	14	Creston
May 12	267	Marshalltown
May 13	267	Cedar Falls
May 14	Heartland	Johnston
May 18	Mississippi Bend	Bettendorf
May 19	Keystone	Elkader
May 19	Great Prairie	Burlington
May 20	Great Prairie	Ottumwa
May 20	Grant Wood	Cedar Rapids
May 24	NWAEA	Sioux City (a.m.)
May 24	NWAEA	Sioux Center (p.m.)
May 26	13	Atlantic – Community College